



DYSLEXIA POLICY

1 DEFINITION

Dyslexia is evident when accurate and fluent word reading and/or spelling develops incompletely or with great difficulty, despite appropriate learning opportunities – that is, learning opportunities which are effective for the great majority of children (British Psychological Society, 1999).

- 1.1 The school follows the current research evidence that states that dyslexic difficulties can occur in children of all abilities. The definition the school has adopted does not rely on identifying a discrepancy between a child's abilities in one area and his/her abilities in other areas. It is recognised that dyslexic children can demonstrate marked differences between their abilities in different areas – particularly oral versus text based skills.
- 1.2 The definition the school uses does not rely on identifying a particular profile of cognitive skills – although positive indicators would show a difficulty in processing the sounds in speech and linking them to written letters, phonological decoding and in the short term or working memory, since these 'phonological processing' difficulties are core to most scientific hypotheses about the causes of dyslexia.
- 1.3 The school recognises the particular links there can be between dyslexia, low self-esteem and the development of emotional and behavioural difficulties in some children.
- 1.4 As the most commonly occurring type of additional need (affecting 10% of the population including children of all abilities, from all social classes, and from all linguistic backgrounds) the school sees dyslexia as one of the most fundamental barriers to achievement of children in schools.
- 1.5 Redland Green School's belief is that all learning difficulties, including dyslexia, are complex and interactive in their nature and so can only be fully understood with reference to a range of contexts in which they occur.

2 AIMS & PRINCIPLES

- 2.1 The principles of the school's Special Educational Needs (SEN) Policy are as relevant to dyslexia as to other types of SEN. These involve a focus on raising achievement, developing independence and the importance of equal opportunity, working in partnership with parents, inclusive education and a coherent training framework for school staff.
- 2.2 The school works within the following additional, specific aims and principles for children with dyslexic difficulties:
 - That all teachers, Learning Support Assistants (LSA) and progress mentors who work in Redland Green School should have awareness level training to enable them to identify students with dyslexic difficulties, to develop an understanding of the potential frustration and emotional response that accompany such difficulties, and to develop appropriate practices to help them access the curriculum
 - That the school will have at least one member of staff who has accessed the level of training above 'awareness level' – training which will give hands on knowledge of effective methods of supporting dyslexic students
 - That the school is able to access specialist advice (either in-house or from outside the school) from teachers who have accredited diploma level training in dyslexia – leading to a qualification recognised by the British Dyslexia Association

- That the school will learn from local 'centres of excellence' in provision for dyslexia
- That the school is in a position to help parents understand their dyslexic child's strengths and difficulties and support their learning
- That teachers will be able to use strategies to help students with dyslexic difficulties access the curriculum, making sure that their difficulties in reading and/or spelling does not hold them back in any subject area
- That teachers will continue to monitor and support students who have made progress with 'word level' attainment, but still have persistent difficulties with fluency, speed of accessing information, organisational skills and generalisation of skill to the classroom
- That students should, as far as reasonably possible, be able to access any necessary and appropriate support
- That for most students, the key features of successful teaching and support can be delivered in this school and within the classroom. For students with complex, high level needs additional provision will be provided to meet these needs where it is reasonable to do so. This additional provision may include evidence-based interventions following advice from external specialists

2.3 Where appropriate and reasonable to do so the school will:

- Explore the possible benefits of and where practicable, secure access for the student to appropriate information technology, for example, word processing facilities and spellcheckers, providing training in the use of that technology for the student, his or her parents and staff
- Help in sequencing organisational and study skills
- Plan strategies to make sure the student's difficulties do not hold them back in other areas – for example alternatives to pencil and paper tasks and providing other methods of presenting information
- Ensure that the student and all who work with them are aware of the student's strengths as well as their difficulties
- Provide access to personal and social support so as to provide opportunities to discuss anxieties and frustrations and improve self-esteem
- Involve parents so that they are clear about what is being done to help their child and how they can contribute

2.4 Provision should, in all areas across the curriculum, recognise the strengths and talents of the student in overcoming areas of weakness. The student should have access to multi-sensory and flexible approaches to classroom learning.

2.5 Progress of all students will be monitored. Appropriate interventions will be implemented and evaluated.

3 ASSESSMENT & DIAGNOSIS

3.1 As dyslexia affects such a high percentage (10%) of the British population, we believe that the skills necessary to identify dyslexic students should be available within the school, rather than rely on 'diagnosis' by a small number of specialists such as educational psychologists. Teachers can identify dyslexic children: this does not have to be done by other 'experts'.

- 3.2 This can be done by using standardised literacy assessments to measure rates of progress, alongside checklists of common indicators of dyslexia, simple assessments of phonological processing skills and tools such as the computerised profiling system (LADS plus).
- 3.3 Parents, teachers and students can refer any concerns they have about dyslexia, including concerns about a potential identification of dyslexic difficulties to the school at any time. The lead member of staff for dyslexia will coordinate screening (using computerised profiling LADS Plus) to identify areas where difficulties may occur. This information will be shared with parents and teachers alongside strategies to employ to better meet the student's needs.
- 3.4 The school will involve an independent specialist teacher where there is a possibility that a student may be eligible for access arrangements in national examinations. Any assessment and arrangements made will be in line with the guidance and regulations set out by Joint Council for Qualifications (JCQ) and other awarding bodies.
- 3.5 Where required, external assessment may be sought by parents or by the school as appropriate. This may include assessment by an Educational Psychologist. The school will take findings into account.
- 3.6 This policy should be read in conjunction with Redland Green School's Learning & Teaching Policy and other relevant school policies.

Agreed by Staff	Agreed by Pupils	Agreed by Governors	Review Schedule	Date Reviewed	Date Reviewed	Date Reviewed	Date Reviewed
N/A	N/A	02 OCT 2008	3 YEARS	23 NOV 2011	05 MAR 2015		
Date Reviewed	Date Reviewed	Date Reviewed	Date Reviewed	Date Reviewed	Date Reviewed	Date Reviewed	Date Reviewed